American Drug Fiends Outnumber Chinese

One Person in United States Out of Every 23 Uses Some Opiate, Investigators for Mrs. W. K. Vanderbilt, Sr., Discovers

UPPER left—Mrs. W. K. Vanderbilt. Upper right—A victim of the cocaine habit, after receiving an injection in his arm. Center—Dream of the drug merchant, getting money from his victims. Below—Scene in a drug cafe.

The greatest drug-using people in the world are the American people and not the Chinese. That is the discovery of experts working under the direction of Mrs. W. K. Vanderbilt, Sr., who, since January, has been working against the use of drugs in the United States.

Today 4.1 per cent of the Chinese are drug users in some form. In America 4.45 per cent of the population uses drugs.

Mrs. Vanderbilt began her fight on the nation-wide use of drugs in the New York Legislature, where she fought for a bill prohibiting the sale of cocaine, heroin and morphine. She has given large sums of money to organizations opposing the drug habit in her efforts to obtain legislation against its sale.

The entire civilized world has been shouting about the horrors of the opium traffic of China. The Chinese were the originators of opium, it is believed. In China it was found 200 years ago that 6 per cent of the people were drug victims. By consistent fighting against the use of drugs; by laws limiting its manufacture and sale, the use of drugs there has dropped to 4.1 per cent of the population in 200 years.

In America, however, the use of the drug is on the increase.

Laws preventing the transportation of cocaine from one State to another are sought by Mrs. Vanderbilt, and in working for federal laws her experts have compiled data to show the enormity of the drug habit.

Drugs are used by all classes. The criminal class is addicted to its use. Cocaine is injected into the arm. Opium is smoked and taken in other ways. Sometimes the drugs are snuffed. They are taken to drive away the feeling of drowsiness sometimes. Country doctors acquire the drug habit because of their long hours of work. They take drugs to keep themselves awake and take other drugs so they can go to sleep quickly.

Society women are known to take drugs to drive away weariness in pursuing their social conquests.

The terrible effects of taking cocaine have been pointed out time and again. In 1888 Dr. J. Howell Way wrote to the Medical News his experiences with cocaine.

He said he injected one-quarter grain of cocaine in his forearm at 6 p. m. Thirty minutes later he took a half grain. In ten minutes he became restless and his breathing was affected. In twenty minutes his pupils began to dilate.

By 7:20 his condition was near collapse. By 7:30 he began to fear he would die. Cocaine was not as well known then as it is now, and Dr. Way took the drug simply as an experiment.

He took restoratives when he began to fear death. His breathing had dropped to nine respirations a minute. His mind was clear and he felt no pain. His trouble was mental as far as he could tell.

It was at 1 a. m. when he felt normal again, and he went to sleep.

OPIUM IMPORTED INTO CHINA.

While the Chinese are believed to have originated opium, they did not raise enough to supply themselves, and had to import the drug from India and the East Indies. The fight on opium began in China in 1729, but met with little success until September 20, 1906, when the importation of opium was prohibited.

Drugs are needed as medicine. They also are used to a large extent in patent medicines. The government requires a statement on the package giving the quantity of drug contained in medicines.

The Chinese opium smoker lives for years. The South American cocoa chewer and the Arabian hasheesh user continue at their normal activities in spite of the drug they take. In America, drug users quickly take to cocaine and heroin. The drug causes the user to turn criminal and to die. Five years is the average life of the cocaine fiend.

No other vice renders its victim so dangerous. Opium, morphine and hasheesh send their victims searching for solitude, but a sniff of cocaine after lifting its victim into a half hour's rosy overestimation, drops him into the streets and alleys in a state of dangerous melancholia. So brief is the drug's effect that it takes from $4 to $5 a day to satisfy a cocaine addict.

"Cocaine addiction is the easiest habit to acquire and the hardest to cure," says Dr. Podstata, a Chicago drug expert. "Nothing so quickly deteriorates its victim or provides so short a cut to the insane asylum," says Dr. Towns. Because it takes such a quick, deadly grip of its victim there are some physicians who refuse to administer any cocaine whatever, even in legitimate medical practice. Yet any crook can bring a carload of cocaine from Philadelphia into New York City, and the Interstate Commerce Commission is powerless to interfere.

Antiopium legislation which went into effect on February 9, 1909, prohibited the importation of any opium into the United States except for medicinal purposes. It caused the ancient secret of making smoking opium to be brought to the United States from China, and tons of opium imported "for medicinal purposes" was cooked into smoking opium here.

The opium poppy began to be grown in California; licenses were taken out under the act of 1890 for the American manufacture of smoking opium, and smoking opium actually began to be exported. Meanwhile the government is losing $1,500,000 annually in opium duties, while ten big firms are importing 500,000 pounds of crude opium a year "for medicinal purposes" and selling it in 500-pound lots to anyone who can show anything like a druggist's order.

Once inside the country the government exercises no more supervision over these deadly habit-forming drugs (excepting opium) than over peacock plumes or frankfurters.

TEACHING HOW TO LABOR AT PIONEER INDUSTRIAL AND AGRICULTURAL INSTITUTE IN HAMPTON, VA.

Some 20,000 persons are attracted annually to Hampton Institute, the pioneer industrial and agricultural training school for negro and Indian youth, founded in 1868 by General Samuel C. Armstrong at Hampton, Va. These visitors from all parts of the world, are attracted by the unique and effective educational methods which Hampton Institute has been successfully employing for over forty-five years in training negroes and Indians for unselfish and efficient service in the home, on the farm, in the shop, and in the kitchen.

Hampton Institute is an industrial village with some 1,200 or 1,300 students, 200 teachers and workers, 140 buildings, and an instruction farm of some 600 acres. Whatever work the Hampton School need to have done, the students are usually prepared to do. Farming, home-making, teaching, and the common industries form vital parts in the training of Hampton Institute boys and girls. Blacksmithing, bricklaying and plastering, carpentry and cabinetmaking, machine work, painting, printing, shoemaking, steamfitting and plumbing, tailoring, tinsmithing, upholstering, and wheelwrighting, are the trades which are offered by the Hampton Institute Trade School.

In the busy shops, on the scaffoldings of new structures, in odd nooks and corners of the Hampton grounds, negro and Indian carpenters have for many years been daily mastering the building art and have been preparing themselves for life's emergencies by learning how to make the best possible use of their resources—time, tools, skill, and moral qualities.

Today the construction of the Hampton Institute buildings and the necessary repairs are being satisfactorily done by student tradesmen. Naturally a good share of this interesting work falls to the lot of the carpenters. A few years ago, when it became necessary to remodel the principal's home, one of the oldest buildings on the Hampton campus, negro and Indian tradesmen did the necessary tearing down and building up. These operations were no easy tasks. The bulk of the work had to be done in hot and trying weather. The boys labored with a will. They were happy to have an opportunity of doing well what professional builders considered a difficult piece of work.

Later, when the school authorities decided to add a story to the Armstrong-Slater Memorial Trade School, the student tradesmen again attacked with enthusiasm the laborious task of raising the heavy roof and putting on the second story. Then came the tedious days devoted to finishing the interior work. There was always the joy of doing successfully tasks generally considered beyound the reach of tradesmen in the training.

Again the call came to do some building which would require skill, patience, and endurance. It was the erection of a two-story brick building to be used as a social center for the boys. Contracts were awarded to the Trade School Departments and student tradesmen did the construction work. To-day the building stands completed. It is known as Clarke Hall. It is used by the Young Men's Christian Association. To appreciate the meaning of these three examples of construction work done by the Hampton tradesmen, one must see the completed structures and realize the building problems which the young negro and Indian tradesmen met and successfully solved.

While construction work calls for ability to read working drawings and follow detailed specifications, the demands made by repair problems are in many instances even more taxing. To make a repair quickly, skillfully, and economically, requires unusual ability. Hampton Institute is indeed an industrial village in which there is constant demand for men who can do good repair and construction work.

Hampton aims to fit young men and women to do well and in an uncommon way the common tasks of life. Students are taught to handle their tasks like skilled workmen. They have for their work an excellent equipment and they are expected and required to take the best possible care of the school's property. They receive financial credit for their work and they are required to keep a strict account of all that they earn and spend during the years of their training at Hampton.

The work for girls at Hampton leads to the important occupations of home-making and teaching. When a girl enters Hampton Institute she has the opportunity of receiving thorough training in Domestic Science. The girls work daily for twelve months in the laundry and in the boarding departments under the supervision of experienced teachers, and carry on their academic studies in the evening the same as the boys who are in the work class. The mental and moral training, which the year of combined work and study gives, makes it one of the most valuable years of the course. The working day for the girls is shorter than for the boys, but a girl may earn from $15 to $18 a month. This enables her to be entirely self-supporting during her first year in school, and to accumulate a balance toward defraying the expenses of the second year. A girl in the work class needs very little money besides her entrance fee and first month's board. This course is advised for all new girls regardless of their ability to pay their way in the Day School.

Throughtout their course at Hampton Institute, negro and Indian girls are taught the elements of arithmetic, English, agriculture, history, as well as scientific housekeeping, physiology, cooking and sewing, and the principles of teaching.

Almost 8,000 young men and women, including 1,200 Indians, have already gone from Hampton Institute into the South and West, equipped in body, mind and heart to help their races get land, build better homes, schools and churches, and improve social and economic conditions. Many of the Hampton students have literally reconstructed in many places the existing community life and have brought prosperity to men and women by helping them increase their earning power, and showing them how to use to the best advantage the resources at their doors.

For forty-five years under the efficient leadership of Gen. Samuel C. Armstrong and Dr. Hollis B. Frissell, Hampton Institute has been training boys and girls for safe and sane leadership in business, in home-making, in improving church, home and school life throughout the South and West.

Hampton Institute is an undenominational school for the training of teachers and leaders in agriculture, the trades and community work.

Dr. George P. Phenix, vice principal of Hampton Institute, has said: "Moral qualities, which in the aggregate make strong character as well as economic efficiency, are developed through this combination of industrial work by day and academic work by night, as they could not be by either alone, and longer hours are made possible in the trade, agricultural and domestic science departments.

"Every student in the trade school has one hour of study early in the morning, eight hours of work in the trade school, and two hours of academic work in the evening period. This makes eleven hours a day, outside of which he must get time for meals, the care of his room, religious services and recreation. Yet the students gain in health, in skill, in scholarship and in character."

To ambitious negro and Indian students, the following courses are offered: Academic-Normal, covering four years of work for those who are preparing to become teachers; an agricultural course of four years; and a trade course of four years in any one of thirteen trades, including building industries as well as such indoor trades as tailoring and printing.

In the agricultural courses the Hampton student has the opportunity of learning the best modern practice in field, garden, orchard, greenhouse, horse barn, dairy and poultry houses. Hampton sends out "agricultural missionaries."

Mere bigness has never been a goal at Hampton. Every department has grown in natural response to the pressing needs of the races receiving training. Today, between 1,200 and 1,300 students, including some forty Indians, are enrolled.